

Teacher's Guide

Project Qualification

Your guide to the Edexcel Level 1 Foundation Project and Edexcel Level 2 Higher Project

We're delighted to introduce this Teacher's Guide, which will support you with the delivery of the new Project Qualification. This guide has been carefully structured based on the experience we have gained throughout the two-year pilot programme. It includes:

- an outline of assessment objectives and weightings
- guidance on programme delivery and mentoring
- sample Project titles and timelines.

As well as this guide, you'll have all the support you need including a wide range of free web resources, such as exemplar student projects with moderator commentary and detailed examiners' reports. For more specific and personal support, use our Ask the Expert service to get answers from the people who have put together the Project specifications. Simply email projectqualification@edexcelexperts.co.uk

There will also be a national programme of training taking place throughout 2008/09 – visit www.edexcel.com/training for dates and further information.

London Qualifications is one of the leading examining and awarding bodies in the UK and throughout the world. It incorporates all the qualifications previously awarded under the Edexcel and BTEC brand. We provide a wide range of qualifications including general (academic), vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, our centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call Customer Services on 0844 576 0028, or visit our website at www.edexcel.com

References to third-party material made in this specification are made in good faith. London Qualifications does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Introduction

The Level 1 Foundation and Level 2 Higher Project specifications contain detailed guidance about the aims and objectives of the qualifications and about the type of activity learners will be taking part in. This teacher guide is designed to supplement the specification and assist teachers in thinking through how best, in terms of teaching practice, to implement the qualifications.

It is helpful to begin by looking at what learners are expected to do. At both Level 1 and 2, they should set themselves objectives, use resources, develop and realise a project outcome as a response to their chosen objectives, and review how successfully those objectives have been met.

It is important not to assume that all learners will have all the skills needed to carry out these tasks. The first step in implementing the Project, is to think about what help a group of learners might need, before they are too far into their Project work. All Project outcomes require a mixture of generic and specific skills. It is advisable to spend a period of time (approximately 20 guided learning hours) working with learners on the development of these skills.

At both Level 1 and 2, some use of source material will be needed. Guiding learners about how to handle sources (basic research methods) and how to format their work (use of references, a bibliography) is helpful. Success in these activities can move learner work into the higher mark bands.

For learners following a Diploma programme, the choice of project should either complement their Principal Learning, or have a clear 'progression' rationale. There should be some connection between the Project and learner aspirations for future study or work. The theme of complementarity is a useful one. Whilst Project work may be based on other work carried out as part of the Diploma programme, the Project should not duplicate work that has been done for another qualification.

Many learners will be eager to start their Project straight away. It is important that they think carefully about their objectives before too much work is carried out. The **Project Proposal Form** is designed to facilitate thinking about project objectives and other project management issues. Learners should be encouraged to think carefully about it and take their time filling it in. They may make more than one draft of the form. Learners could also submit extra planning sheets, or write up a focused account of their aims and objectives in an introductory section for a written report.

Assessment Objectives

Level 1

Assessment Objectives	Marks available	Weighting
AO1 Manage Select, plan and carry out a project applying skills and methods to achieve objectives.	7	17.5%
AO2 Use resources Obtain, select and use information, and select and use resources.	9	22.5%
AO3 Develop and realise Use a range of skills, including, where appropriate, new technologies, to achieve planned objectives.	17	42.5%
AO4 Review Identify and consider project outcomes and own learning and performance. Use communication skills to present evidence in an appropriate format.	7	17.5%
Total	40	100%

Level 2

Assessment Objectives	Marks available	Weighting
AO1 Manage Select, plan and carry out a project applying a range of skills and methods to achieve objectives.	7	17.5%
AO2 Use resources Research, select, organise and use information, and select and use a range of resources. Interpret data and apply findings.	9	22.5%
AO3 Develop and realise Select and use a range of skills, including, where appropriate, new technologies and problem solving, to achieve planned objectives.	17	42.5%
AO4 Review Evaluate project outcomes and own learning and performance. Use communication skills to present evidence outcomes and conclusions in an appropriate format.	7	17.5%
Total	40	100%

Structuring the programme

A possible delivery model is given below. The model assumes that learners will need some teaching before they start with their project. A taught course basis of around 20 guided learning hours is recommended, followed by 40 guided learning hours on Project work itself.

The purpose of the taught course basis is two-fold. Firstly, it gives learners an opportunity to develop the relevant skills to tackle their project. They will need, for example, guidance about research methods, as well as other relevant skills. Secondly, they may benefit from the opportunity to work through material which provides them with possible Project ideas. This is particularly the case at Level 1, where it is expected that learners will be given guidance and advice to help them choose an appropriate Project objective. Even at Level 2, learners often do not have a clear idea of what their project should be about. So time spent going through a range of themes and potential ideas will be well spent.

Once Project work has begun, teachers should keep learners moving ahead as a group via a structured programme. The clearest structure is that provided by the Assessment Objectives. A period of time will be needed for learners to plan and write up their Project proposals. This will then be followed by time spent acquiring and using resources. Once objectives are in place, and the learner has a basis of source materials, Project development work can go on. Given that AO3 has potential for the highest allocation of marks, sufficient time for development and realisation should be allowed. The final phase of work should focus on the review and evaluation of the Project process. The table below suggests how these activities might map onto a one-year programme. It should, however, be borne in mind that the time requirements will vary with the needs and abilities of learners.

Topic	Activities	Timescale
Taught course basis	Research methodology Exploring possible project ideas Developing project skills (thinking skills, creative and technical skills) Planning and project management	Early autumn term.
Project development	Planning and writing project proposal Collecting research sources/data Project development/analysis Reviewing project	Mid autumn term. Late autumn term Early to mid spring term Late spring term

Case studies

Learners would benefit from exploring case study material before making their choice of Project objective. The aim of case studies is to provide good potential starting points for Projects, and also a context for developing the skills to be used in the Project work. Case studies can be simple exercises, for example, read and evaluate a single source document or more developed, a pilot research exercise requiring learners to find, use and evaluate a number of sources. A list of brief case study exercises designed to give learners the opportunity to develop their research and thinking skills is given below.

- Use websites to find arguments for and against transplanting pig hearts into humans.
- Is it wrong to wear religious symbols in schools? Learners are given a number of news articles about a court case in which a student sought to overturn her school's decision to

ban her from wearing religious jewellery. They are asked to identify arguments, to give their own point of view and back it up with reasons.

- What is an acceptable advert? A number of controversial advertisements are explored and discussed.
- Study of a piece of design work or commission from a given brief to a final design solution.

Research methodology

At Level 1, there is no requirement for independent research; instead what is required is 'obtaining information'. Reading lists, references and suggestions for information gathering activities can be provided by the teacher-assessor, rather than found by learners independently.

Stronger learners will use a range of *types* of source (ie not just websites).

Forms of research which learners might use include:

- background reading eg of newspaper articles, books, websites
- observations made by the learner eg in a museum, a laboratory, a workplace or a theatre
- investigations of media, materials, processes, technology
- a collection of sample materials or data eg surveys or practical experiments
- conversations with the teacher or interviews with topic experts
- research of audio, visual or audiovisual materials
- radio and/or television programmes.

Data handling skills (eg questionnaire construction, appropriate data analysis methods including presentations in charts and graphs, basic discussion of significance of findings) need to be taught at both levels, as appropriate.

Learners should experiment with, and test, media, materials, processes and technologies and then evaluate the potential of these in their Project work.

Skills in recording sources (referencing and writing of bibliography) should be taught at both levels.

Source evaluation skills need to be taught at Level 2. Learners are expected to evaluate the reliability of their sources. Typically, this would include comments on each source explaining why they think the information they have gained from the source can be trusted.

Personal choice of project objectives

Project work at both Levels 1 and 2 is about giving learners a chance to develop an idea of their own. Whether they choose to write, investigate, perform, paint, draw, film or programme, the point of carrying out a Project is to give them freedom to select, resource, develop and review their own idea. It is a chance for them to make a personal statement and to be rewarded for taking care over the process by which they turn their Project idea into a real outcome.

It should, therefore, be clear from the start, that there is a difference between Project work and many of the other activities learners carry out. Namely that in many cases, the teacher sets the tasks. With the Project, even at Level 1, learners should have significant ownership of the objectives. Learners should be encouraged to make a significant personal contribution to the choice of objectives, though the teacher may decide on a range of themes from which learners can choose.

Whilst greater direction from the teacher will be necessary for most Level 1 learners, at Level 2 there should be the freedom for learners to choose their own personal project objective. However, bearing in mind that not all choices will lead to feasible projects, the teacher should point towards a range of topics, with the expectation that learners will pick a Project from within one of these. This approach has the advantage of allowing the student significant freedom of choice, but also giving the teacher the confidence of knowing that the Projects will fall within areas which the teacher is comfortable teaching and assessing.

The element of personal choice is essential for a number of reasons. It is an opportunity for learners to develop and demonstrate skills of selection and evaluation. What makes a good project? Which ideas are worth pursuing? Though plagiarism is still an issue, the likelihood of it happening is lower if each learner is working towards their own, distinct objective. The most important reason for personalising the choice of Project objective is the beneficial effect this has on learner engagement. The learning experience can be much more enjoyable when the questions being asked are ones that come from the learner's own interests. This is the aspect of Project work which they identify as adding most value to the learning experience.

Successful Project Proposals

All learners, at both levels, are expected to have a specific objective which they are working towards. In the case of written Projects, this will usually be a question. In the case of artefacts, this would be a design brief. Learners who work on a performance may also link this to a question, as a way of helping to focus their work.

Successful Project Proposals have the following features:

- clear focus for the Project
- learner ownership of project objectives
- careful thought, research, drafting and re-drafting at the Project Proposal stage
- a link to the learner's aspirations for future work or study.

Questions which can be usefully discussed at the proposal writing stage include the following.

- Is there research material which the learner can access?
- Is the Project sustainable over a significant period of time?
- Is the Project interesting, to the learner or anyone else?
- Does the Project provide an opportunity to develop a personal perspective?
- Is there a central (controversial) issue or question the learner can respond to?

The Activity Log

The Project should be seen as a creative process. The assessment criteria relate to the critical thinking and creative decision making which has gone on during this process. Learners should keep records of this process and submit them as part of their assessment evidence. The Activity Log should be a clearly written, selective summary of the key episodes in the development of the learner's Project work.

The learner may want to discuss:

- what has been done (eg from one week to the next)
- (if working in a group), what discussions have been had
- any changes to plans
- what resources have been found
- what problems have been encountered and what is being done about them,
- what is going to be done next.

Written reports

Learners who choose to write up their Project as a report should be encouraged to think about the quality of their writing. In the specification, the importance of **coherent writing** is emphasised. In coherently written reports, information is presented in a logical order, the text is structured clearly with connections between the different parts of the text, and the information is clearly relevant to the Project. Well written reports also make good use of the features of **effective presentation** (headings and sections, paragraphs, title page, contents page, page numbers, labelling of diagrams or tables, graphs or charts, appropriate font size or style, footnotes and references). The use of language is accurate and appropriate, with care taken over spelling, punctuation and grammar, as well as appropriate use of style and vocabulary.

Writing in this manner is a challenge for learners at all levels. To facilitate good quality written reports, the teacher-assessor may choose to learners a template to write to. The following template has been drawn up to assist learners producing written reports, where the main research draws on secondary sources (ie they are not carrying out investigative work or questionnaire surveys). It is not mandatory but provides a model which could be adapted and may help learners to make sensible choices about the structure of their reports, and the approximate number of words they should use in the different sections. (Broadly, the four sections relate to AO1-AO 4.)

Sample structure for a written report

Level 1

Section	Recommended length	Contents
Introduction	150	Explanation of your research question Rationale for your project
Research	500	The information you have found References
Discussion	700	Your own answer to your research question Arguments to support your answer Consideration of alternative viewpoints
Conclusion/ Evaluation	150	How your ideas have developed What you have learned in the project What worked well and what did not How you would extend your project
Bibliography		List of exactly where you obtained your information

Level 2

Section	Recommended length	Contents
Introduction	350	Explanation of your research question Rationale for your project
Research	800	The information you have found Evaluation of the reliability of the information References
Discussion	1000	Your own answer to your research question Arguments to support your answer Consideration of alternative viewpoints
Conclusion/ Evaluation	350	How your ideas have developed What you have learned in the project What worked well and what did not What you would do differently next time How you would extend your project
Bibliography		List of exactly where you obtained your information

Ephemeral reports

- Performance or one-off event.
- Lower word count for written report (250-750 words at Level 1; 400-1250 words at Level 2).

- Written report should address the stages the learner has gone through and how ideas have developed.
- Group work is permissible but with individual supporting evidence. Learner identification is very important.
- Evidence via record of project outcome (video, audio) and observation record signed by teacher-assessor.

Artefact or design projects

- Learners should submit appropriate evidence of their final outcome (eg photographic records).
- There must also be supporting information which makes clear:
 - the stages that the learner has gone through
 - how ideas have developed and alternative designs that have been considered
 - how the use of sources and contextual references has informed and influenced the learner's work.

Effective arrangement of artefact or design projects:

- a description of a problem that needs solving
- a range of primary and secondary sources
- sketches, drawings, diagrams, design development sheets
- changes or improvements made during the course of the project
- an explanation of how the artefact/design works
- a review of media, materials, processes and technology used
- critical and contextual references that relate to the learner's own ideas, similar design problems or situations
- any relevant features of effective written presentation
- evidence of the final outcome.

Group projects

In some Projects, where learners need to work in a group, each learner must have a clearly identifiable role and produce their own individual evidence for the entire project, which can be assessed independently of other learners' contributions.

Learners can consult other members of the group when working on the Project Proposal Form, but they must each produce their own form, containing their own individual rationale and objectives.

Evidence requirements for moderation

A key feature of the Project qualifications is that assessment is of a process, not just a completed product. The journey that learners have gone on is the key in assessment terms. The challenge is to capture the key stages - the crucial design decisions, the selection of research material, the thinking and discussion during realisation of the learner's idea, and the learner's own review of the process. Evidence of each of these stages should be clearly presented in the work that learners submitted by the learner, in the teacher-assessor's own assessment comments and in witness statements or observation reports relating to presentations.

Learners should submit:

- a Project Proposal Form
- an Activity Log
- observation records, as appropriate
- the project outcome. Forms include:
 - written reports
 - ephemeral (performance)
 - artefact/design projects
- a completed Candidate Record sheet

Electronic format

If samples include evidence in electronic format, DVD, CD or video, these should comply with the recommended applications listed in *Annexe E* of this document. Edexcel moderators have a pre-defined software toolkit installed on their computers and will not be able to access content is viewed via a PC if it requires the use of any other application. These recommended applications are either common to most users or free and available to download online. Refer to *Annexe E* for further details.

- The maximum number of candidates work supplied on any one device will be 12. The minimum number will be 10, unless the cohort consists of less than 10 candidates.
- Evidence must be provided on DVD+/-R , CD+/-R or video in standard VHS format and must be a new, previously unused tape/disc.
- Where possible, one device per unit should be submitted for moderation.
- Two copies should be created. The master copy held securely at the centre and the copy sent to the moderator.
- The master copy should be retained securely by the centre until after the deadline for EAR applications has expired. (This is approximately one month after results are issued).
- Before sending the copy to the moderator it should be tested to ensure that it functions as expected.
- For each CD ROM a separate folder on the top-most level of the folder tree should be created for each of the sample candidate ePortfolios. Each folder should be named according to the following naming convention: [centre #]_[candidate #]_[first two letters of surname]_[first letter of first name]. For example, John Smith with candidate number 9876 at centre 12345 would have an ePortfolio in a folder titled, "12345_9876_SM_J"
- The DVD/CD/video should be labelled with the following information: unit number, exam series, centre number/name, candidate number/name and, if appropriate, the title of the film/performance.

- The details of the centre contact including phone number and email address should also be included. If there are any problems the moderator will contact the named person at the centre using these details. If a sticker is used to label the device it should not interfere with the ordinary functioning of the format.

Please **do not zip** CD folders containing candidate work. The moderator should be able to access all files and folders directly from the CD without unzipping or altering the file or folder structure in any way.

Reports

Work should be submitted as treasury tagged A4 reports and candidates should refrain from using poly pockets.

Designed products or artwork

These could include any projects which have been developed in response to a design brief or take the form of a piece of art.

This will include evidence of project planning, collection and use of source material, the development of ideas, the exploration and safe use of materials and processes, and selection of the best ideas to produce a final artefact. The final outcome should be represented by no more than five photographs. The selected work by the candidate may contribute to their evidence for evaluation, presentation and reflective practice.

- The Activity Log/diary should be supported by design development sheets not exceeding A1, and if appropriate one project sketchbook (either A4 or A3). Candidates should refrain from layering images or attaching notebooks to the sheets.
- All two-dimensional work must be packed flat and not exceed A1. Work may be in any suitable medium provided that it can be packed and moderated without work smudging or sticking together. Work must be packed to avoid damage in transit. Staples should not be used when mounting work.
- All three-dimensional work should be carefully photographed, using appropriate lighting and background context to show three-dimensional form and space, and different viewpoints.
- Photographs should show construction, the materials used and any important use of colour, texture or surface qualities.
- Photographs should give a clear indication of actual size and the proposed scale if the work is made as a finished maquette for a larger piece.
- The final outcome should be represented by no more than five photographs.

Websites

- Candidates creating a website should submit a working copy on CD. Moderators are instructed not to access websites online.

Performances

- The Activity Log/diary/rehearsal schedule should be supported by a complete, unedited recording of the examination performance video/DVD/CD.
- The number of candidates in a group should not exceed 12 in each performance.

- Candidates must introduce themselves clearly by name, candidate number and the role(s)/instruments/equipment that they will perform use at the beginning of each recorded performance.
- Centres must check that all introductions and performances are on the recording.
- Individual performances on DVD/CD should be divided into chapters.

Drama

- The performance length will depend on the number of candidates in the group, but the minimum length should be approximately 20 minutes (3 or 4 candidates) and the maximum 50 minutes (10 or 12 candidates).
- During the introduction candidates must also wear their performance costumes and state any costume changes that may take place. There should then be a full length shot clearly showing all candidates involved in each performance. The first candidate must introduce the title of the performance and the date.

The moderation process

External moderation

The purpose of external moderation is to determine, through the re-assessment of a sample of candidates' projects, whether centres are assessing accurately and consistently, to agreed National Standards.

Moderation is concerned solely with judging the quality of centre assessment decisions through the external moderation of internally assessed and standardised work. It does not extend to providing support and guidance to centre staff. The process will inevitably involve implicit support and guidance, through the generation of feedback reports where centres are deemed to be outside tolerance levels.

Internal standardisation

Internal standardisation must be carried out within the centre before submission. A sample is required for each unit where candidate entries have been made in order to verify assessment and issue final marks to candidates. In your sample you should aim to include work marked by each teacher-assessor and which covers the range of candidate ability.

This process should be followed for each units where work is being submitted and all assessors should be included. It is not necessary to standardise across different units.

It is recommended that this process is delivered by someone who can manage the different stages of internal standardisation, such as a Projects Domain Assessor. This Domain Assessor has a specific brief to manage the Project process and, whilst they may be the same person who acts as Domain Assessor for Principal Learning, Project internal standardisation should be managed as an individual process. This enables the standardisation of all Project assessment, regardless of the programme the learner is following, which is likely to cover different lines of learning and other pre or post 16 programmes. This role would benefit from looking over the whole consortium rather than just within a specific centre, as within Principal Learning candidates are likely to be attending several centres for delivery.

Centres should be aware that when an entry is made, the external moderator will look at the candidate work within the sample and make decisions on the assumption that internal standardisation has taken place. This means that if the centre cohort submission is made up from work that has been produced from a number of centres or programmes, the Project Domain Assessor needs to ensure that the standardisation exercise has been fully completed across the cohort before marks are submitted.

The Project Domain Assessor should ensure the following.

- Candidate work is completed in accordance with the assessment evidence requirements for each unit and is ready for sampling by the required date.
- Internal assessors are aware of the Assessment Objectives and Marking Grids for the relevant units.
- The sample or samples to be submitted have been subject to a suitable process of internal standardisation. The nature of this process is the responsibility of the centre which is submitting the sample. A recommended model involves distributing exemplar work to teacher-assessors, collecting marks, then giving feedback to assessors about where they are in line and where they need to adjust their marking. Further marking guidance is available in the Projects specification.

It is recommended that, where possible, use is made of assessors with experience at the appropriate level for the different units. For example, performance work may be assessed by, or cross-checked with, a performance assessor. Within units, teacher-assessors do not need subject specific knowledge in order to make assessment judgements as the criteria are process oriented.

However, if assessors have doubts about the level of a learner's understanding, they should consult an assessor with relevant subject knowledge.

Sample selection

All external moderation is carried out postally. There are no centre visits. You are expected to provide a sample of candidate work for each unit entered in each series. The candidates to include in the sample are indicated on Edexcel Online by a tick in the "sample" column, up to a maximum of 10 candidates. (For cohorts of 10 or less, all candidates will be requested as part of the sample). The sample can be viewed at the same time as marks are entered.

If the sample indicated online:

- does not include the candidates with the highest mark, and lowest marks above zero these should also be added to the sample
- has not included a full sample of 10 (or all the candidates in a cohort of less than 10) then you must manually select candidates to make the sample up to 10. A sample of 10 must always be provided for cohorts of 10 or more
- includes candidate/s who have been withdrawn or are absent (marked by an X) then you must manually substitute other candidate/s in their place.
- does not fully cover a set of candidates across the ability range, then you should also include samples which cover the full range.

Sending the sample to the moderator

Details of your allocated moderator will appear on Edexcel Online, click on the *Assessment Associates* link to display your moderator's name and address. Please ensure that where there are different moderators for different units you use the correct moderator and address details for the appropriate units.

The sample should be sent to the allocated moderator by the given deadline. The unit and your centre number should also be written on the package/s, above the moderator's address details. You should also include the package number if more than one is being submitted, for example 1 of 2.

Samples should be sent ordinary post and not recorded delivery, so they may be received at the moderator's address when they are not there. You should, however, obtain a proof of postage certificate from the post office.

If the moderator does not receive the samples you will be contacted directly. You may be required to produce a proof of postage in order for the second copy to be accepted for moderation.

In cases where electronic evidence is not named, formatted, labelled or structured according to the guidelines in this document, it may be returned to centres unmoderated. Under such circumstances, Edexcel cannot guarantee the timely issue of results for candidates.

Annexes

Annexe A - Project Forms

A list of forms used to record Project progress and assessment outcomes.

Annexe B - Sample project titles

Annexe C - Recommended applications and formats for electronic submissions

Annexe A - Project Forms

- **The Project Proposal form** - Used throughout the duration of the Project to document objectives and planning, reviewer comments and milestones. Copies are available in Word and PDF format.
- **The Activity Log** - The activity log should provide evidence to support the award of the mark for AO1. Learners who have kept journals throughout their project should be encouraged to edit these and provide a brief, but clear, and detailed record of the key developmental episodes which have occurred whilst working on their project. Copies are available in Word and PDF format.
- **Candidate Record Sheet (CRS)**- Used by the teacher-assessor to record the overall mark awarded, mark breakdown and comments. The CRS must be signed by the candidate and also acts as an Statement of Authentication.
- **Witness Statement/ Observational Record**

Up-to-date copies of forms can be found on the Edexcel Project website.

Annexe B - Sample project titles

Level 2

Written reports

- How much power does advertising have and how effective can the use of shock be?
- What pollution issues are there in Mexico City? Is transport a major contributor? What is their government doing to help prevent this?
- Should human cloning be allowed?
- What effect does TV have on family dynamics and the upbringing of children and teenagers?
- Should the time window for abortion be shortened?
- Should children be forced to exercise?
- Should the growth of hybrid embryos be permitted for scientific and/or medical research?
- Do the media do enough to promote fair trade textiles?
- What effect have superstores had on local shops?
- Have smoking habits and attitudes changed since the indoor ban?
- Do food labels affect how people shop?

Artefact

- Design and make a prototype for a collection box for a charity of your choice. The box should incorporate moving parts or mechanisms that will encourage people to make donations. The box may be designed to be carried by someone or to be in a fixed situation such as a shop counter.
- Produce either:
 - a) a series of photographs and text for a brochure or publicity leaflet
 - or
 - b) a short video film, with commentary, for a local television news programme that will promote a visitor attraction in the area where you live.

The attraction may be a local or farmers' market, a country park, a museum, a local sporting facility, an area of town, the workshop of a local craftsperson, a local industry, a music venue or any other suitable subject.
- Design and make the prototype for a mural panel, or a piece of public sculpture, to be sited in a prominent public space where you live that commemorates an event from local history or celebrates an industry or craft that is closely related to your area.
- Develop a series of designs on a particular theme for three-dimensional constructions aimed at a particular age group. The constructions must be made from the area of card found on the back, top and one side of a cereal packet. Your designs should be printed in a range of colours and contain visual and/or written instructions on how to construct the 'sculptures'. Make up at least one of the designs to a finished sculpture.
- Take an existing everyday object and redesign it to make it more effective, more marketable, more attractive, more fashionable, more environmentally friendly etc.

- A local company is building a new complex of student accommodation and wants to ensure effective and efficient use of space. Research student needs and aspirations and design a functional, practical and pleasant room with limited space to meet students requirements. Consider the balance between personal and communal space in the proposed development.

Level 1

Written reports

- Has the introduction of organic foods changed the way we shop and eat?
- Explore the use of public transport in your local area. How could it be improved?
- Create a training programme for a sport and explain your reasoning?

Artefact

- Produce a range of coordinated surface pattern designs for use in a 'themed' restaurant. The designs may be applied to some or all of the following: uniforms, tablecloths and napkins, tableware, menus, posters etc. The designs must be attractive, practical and fit the theme or style of cuisine of the restaurant you have chosen.
- Design and produce a teaching aid to help young children understand number and basic mathematical concepts. The aid may be a toy or game, or other suitable format, but should make learning and understanding fun and effective.
- Design and make a mask for a character in a play or film. The character will be based on an animal or fantasy creature. Research other examples of the use of animal characteristics to convey human emotions and traits. The mask must be comfortable and practical for the performer to wear, although it may distort their features and movement.

Annexe C - Recommended applications and formats for electronic submissions

Please note that:

- images are designed to be viewed at screen resolution of at least 1024x768 pixels
- moderators have been instructed not to open any *.exe applications they may encounter whilst viewing an ePortfolio, since these can potentially damage their computers
- DVDs should be burnt at the full speed rate as this could cause incompatibility issues with stand alone DVD players.

These recommended applications are free and available to download online. Visit the Projects micro site for links to access and download these applications.

Player	Supplier	Media	Examples of file formats supported
Acrobat Reader	Adobe	PDF documents	.pdf
Flash Player	Adobe	Multimedia	.swf, .flv
PowerPoint Viewer 2007	Microsoft	Presentation	.ppt, .pptx, .ppsx
QuickTime Player with Picture Viewer	Apple	Multimedia	.avi, .mpeg, H.264
VLC Media Player	Videolan.org	Multimedia	.mpg, .avi, .wmv, .wma, .ogm, .wav, .flv, .mp4
Windows Picture and Fax Viewer	Microsoft	Multimedia	.bmp, .gif, .jpg, .tiff, .png
Windows Media Player	Microsoft	Multimedia	.wmv, .mpeg, .mpg, .wav, .mp3, .midi
Excel Viewer 2003	Microsoft	Spreadsheets	.xls, .xlsx
Internet Explorer	Microsoft	Web pages	.html, .htm
Irfanview	Irfanview	Graphics	
Java Runtime Environment (including Java 3D and Java Media Framework)	Sun	N/A	N/A
Java Media Framework 2.1.1	Sun	N/A	N/A
Java 3D 1.5.1	Sun	N/A	N/A
Mediator 8 Viewer	Matchware	Multimedia	.md8
Mediator 9 Viewer	Matchware	Multimedia	.md9
Microsoft Office Compatibility Pack	Microsoft	N/A	N/A
Mission Player	Immersive Education	Games	.playmission
Firefox	Mozilla	Web pages	.htm, .html
Openmind 2 Viewer	Matchware	Mind maps	.omp

Edexcel
190 High Holborn
London WC1V 7BH

Tel: 0844 576 0038
Mincom: 0870 240 3941
Fax: 020 7404 0520

www.edexcel.com

Ofqual
.....